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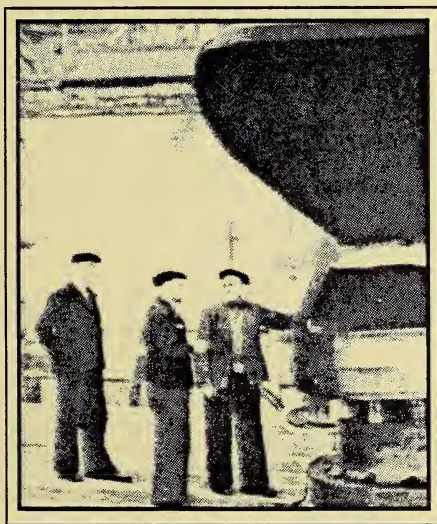


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Module 3: Industrial Development in the USSR

LEARNING FACILITATOR'S MANUAL



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 9
Learning Facilitator's Manual
Module 3
Industrial Development in the USSR
Alberta Distance Learning Centre
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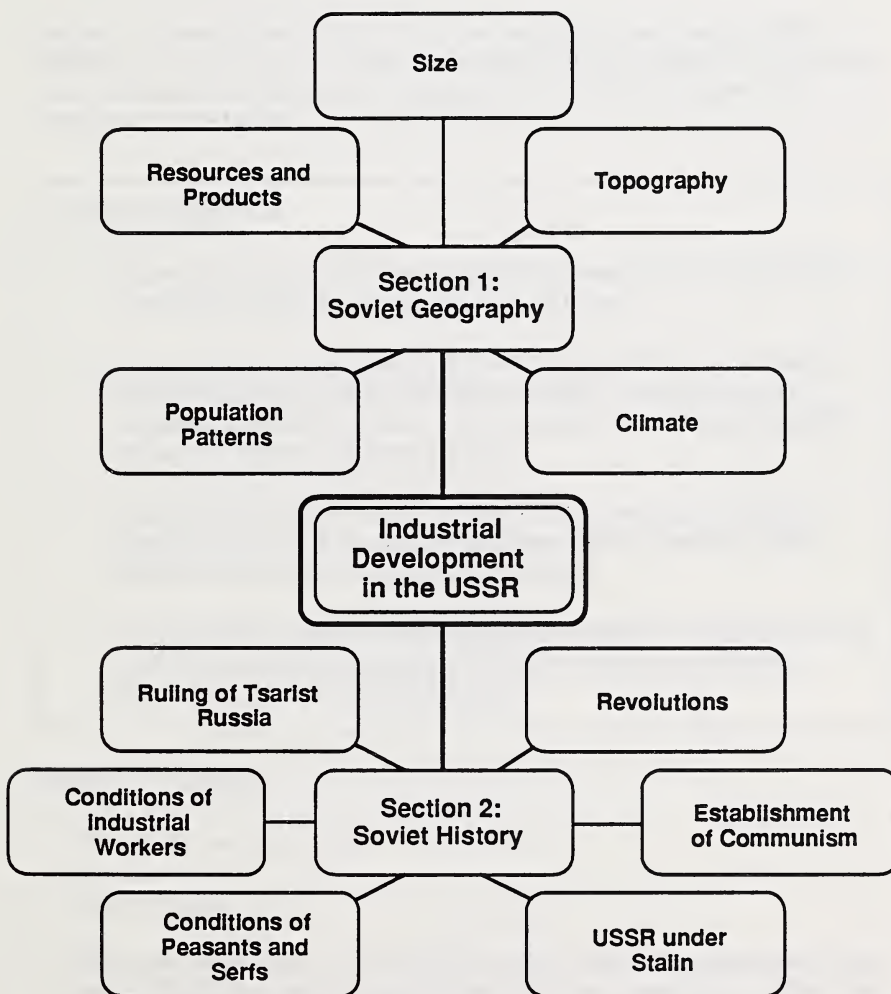
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Module 3 – Industrial Development in the USSR: Overview

This module provides geographical and historical background to the economic system of today's Soviet Union. The next module will examine the system itself in more detail.



Evaluation

The evaluation of this module will be based on five assignments.

Section 1 Assignment	30%
Section 2 Assignment	<u>70%</u>
TOTAL	100%

Section 1: Soviet Geography

Key Concepts:

- human geography
- physical geography
- soviet socialist republics
- population diversity
- urbanization

Section 1 is devoted to an overview of Soviet geography in an attempt both to familiarize students with the physical characteristics of the country and to make them aware of some of the problems Soviet geography creates for the people and government of the USSR.

Teaching Suggestions

- Mapwork of all sorts will help familiarize students with Soviet geography – drawing, cutting and pasting, quizzing, and so on.
- If your library has any copies of *Soviet Life* magazine, it can be used as a source of pictures of Soviet geographic features. Another illustrated magazine is *Soviet Panorama*. It can be ordered free of charge from 400 Stewart St., Ottawa, Ontario K1N 6L2.
- If any of your students are of Ukrainian descent, they might be able to introduce to the class aspects of their culture. Older members of their families might make valuable resource persons.
- Always strive to relate Soviet geography to Canadians. Physically the two countries have much in common – and share a number of problems presented by our respective geographies.

Section 1: Activity 1

1. Who wrote *The Soviet Union*?

Phyllis Arnold

2. Other than on the cover, you will find the author's name three times more in the book. Write down the other page numbers where her name appears. **Hint:** one is near the back.

page i, page iii, page 300

3. This symbol © stands for copyright.
 - a. When was the book copyrighted?
1983
 - b. On what page is this information found?
page iv
4. a. Where was this book printed?
Edmonton
 - b. On what page is this information found?
page iv
5. This book is dedicated in part to a friend of the author, Wendy Mitchell, who died in a car accident. On what page is this information found?
page v
6. a. How many chapters are there in this book?
ten
 - b. The table of contents is where you find this information easily.
 - c. On what pages is this information found?
pages vi to viii
7. With what does each chapter end?
a chapter review
8. The preface tells you what the author is attempting to do with the textbook. According to the preface, what will you have learned from the book when you have finished?

Students answers will vary but the answers should include the following information:

- *how the economic system influences Soviets*
- *the fact that to understand the modern Soviet Union, one must understand geography, history, and political system*

9. You can learn about asterisks on page x. Asterisks (*) are used throughout this book to provide extra explanations. How many asterisks are found in chapter 1?

eight

10. In this book the bibliography is called *Sources*. These two pages list the other materials the author used to write the book. In chapter 7 which publication provided the majority of the statistics?

Statistical Yearbook

11. *Sources*, the bibliography, also lists where the photographs and drawings were obtained. Did you know that if you want to use a photograph you need to ask permission from the person who took the picture? Who took the picture of the Shumka dancers on page 275?

Con Boland

12. The index is where you find the listing of events, places, and people discussed in the book listed in alphabetical order.

- a. On what page do you find information on Fredrick Engels?

pages 156 and 157

- b. In what chapter does this reference occur?

chapter 5

Section 1: Activity 3

Teaching Suggestions

For this activity, students will need an atlas as well as their textbook.

1. Draw and label the Arctic Circle.
2. The following countries surround the Soviet Union. Place their letters in the correct places on your map.

Warsaw Pact Nations:

The Warsaw Pact is a military alliance. These nations have agreed that if any one of the member countries is attacked by a non-Warsaw Pact country, all the others will come to its aid. The Soviet Union is the major military power in the Warsaw Pact alliance.

- a. Poland
- b. Czechoslovakia
- c. Hungary
- d. Romania (sometimes spelled Rumania)
- e. Bulgaria

Shade these nations in red.

Non-Warsaw Pact Nations:

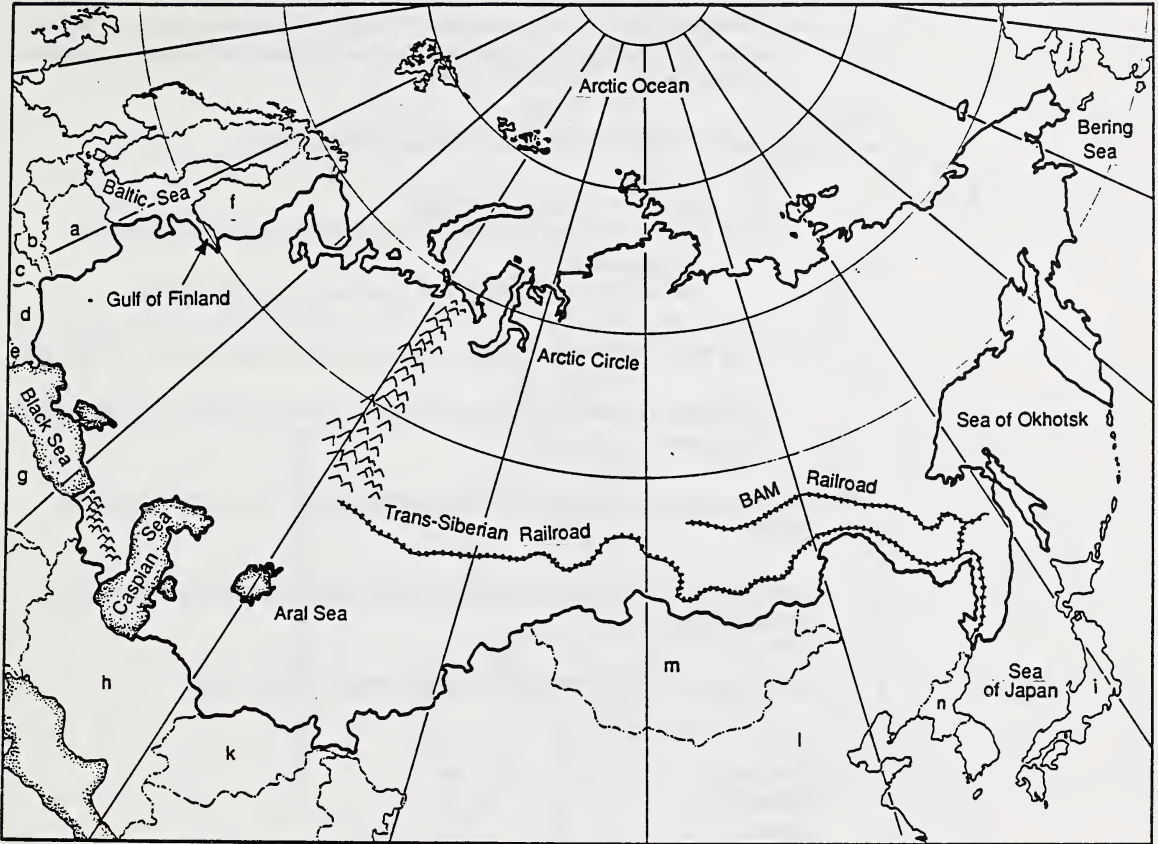
- f. Finland
- g. Turkey
- h. Iran
- i. Japan
- j. U.S.A. (Alaska)
- k. Afghanistan
- l. China
- m. Mongolia
- n. North Korea

3. Now label, by writing the names directly on your map, the following bodies of water:

Baltic Sea
 Gulf of Finland
 Black Sea
 Arctic Ocean
 Caspian Sea
 Aral Sea
 Bering Sea
 Sea of Okhotsk
 Sea of Japan

4. Using your textbook (page 10) draw in the Trans-Siberian Railroad and the BAM Railroad.

The Union of Soviet Socialist Republic



Section 1: Activity 4

1. a. Canada and the USSR are situated at roughly the same latitude, or degrees north. Suggest a few features that the two countries might have in common because of this.

Answers will vary, but should include the following:

- *Both have long, cold winters.*
- *Both might have problems in the areas of communication and transportation.*
- *Both might have problems in governing so large an area.*

- b. What economic-development problems might Canada and the USSR share?

Problems in communication and transportation are likely. So are problems in resource development.

2. Suggest two or three problems that might be caused by the large size of the USSR.

problems would likely occur in areas of government, communications, and transportation.

3. Locate and label the following mountain ranges on your map:

Ural
Caucasus
Stanovoy
Cherskiy
Pamir

4. Now, locate and label the following plains and plateaus:

Great Russian Plain
West Siberian Plain
Central Siberian Plateau

5. Next, label the following rivers:

Dnieper
Don
Volga
Ob-Irtysh
Yenisey
Lena

Physical Features of the USSR



6. Using the information found on pages 8, 9, 12, and 13 of your text, write a sentence for each of the following **topographic** features of the Soviet Union that describes that feature.

Answers will vary, but should be along these lines.

- a. Ural Mountains

mountains dividing Europe and Asia – high hills between Great Russian Plain and West Siberian Plain

- b. Caucasus Mountains

mountains bordering Iran and Turkey – highest in Europe – between the Black and Caspian Seas

- c. Stanovoy Mountains

rugged mountains

- d. Cherskiy Mountains

rugged mountains

- e. Pamir Mountains

mountains bordering China, Pakistan, Afghanistan – highest peaks, high plateaus

- f. Great Russian Plain

extension of North European Plain – once covered by an ocean

- g. West Siberian Plain

extremely flat – many swamps

- h. Central Siberian Plateau

bordered by Yenisey and Lena Rivers

- i. Dnieper River

flowing into Black Sea, through Kiev – important for shipping

- j. Don River

flowing into Azov Sea – used for shipping

k. Volga River

called lifeline of Russia – most important River – important for shipping

l. Ob-Irtysh River

fourth largest river

m. Yenisey River

in Siberia

n. Lena River

important for shipping – linked to BAM Railway

Teaching Suggestions

Students may find the time zone game difficult to understand at first. You may have to work with them through the first two or three rounds. The key is that students must fill in the chart as they play each part of the round. Students should not play game 2 until they have mastered game 1. Game 2 should be tried because it is a much more realistic simulation.

7. Once you have completed the game, answer the following questions:

- a. How many days did it take you to find out if you could go ahead with the project?

This is totally dependent on the coin tosses.

- b. Why did it take so long?

Students should mention something about the time zones, not just that they kept getting tails.

Students' answers will vary for the next few questions; however, the following information should be included in their answers.

- c. When playing the game, what problems became apparent for you, the manager of this imaginary factory?

Time zones really cause communication problems in the USSR.

d. What problems do you think the size of the Soviet Union creates for

(1) the Soviet citizens?

The citizens have trouble communication throughout the country.

(2) the government?

The government has trouble reaching everyone on the same day with information.

(3) industry?

Industry has a hard time getting to speak to different people.

e. Canada has seven time zones.

(1) What problems does size pose for Canada that are the same as for the Soviet Union?

Canada faces the same type of problems.

(2) Are the problems as severe? Explain your answer.

They are not as severe because Canada has only seven time zones as compared to eleven.

8. Once you have completed the game, answer the following questions:

a. How many days did it take you to find out if you could go ahead with the project?

Answers will vary.

b. Why did it take so long?

Students should mention something about time zones.

Students' answers will vary for the next few questions; however, the following information should be included.

c. When playing the game, what problems became apparent for you, the manager of this imaginary factory?

Time zones really do cause communication problems in the USSR.

d. What problems do you think the size of the Soviet Union creates for

(1) the Soviet citizens?

The citizens have trouble communicating throughout the country.

(2) the government?

The government has trouble reaching everyone on the same day.

(3) industry?

Industry has a hard time getting to speak to different people.

e. Canada has seven different time zones.

(1) What problems does size pose for Canada that are the same as for the Soviet Union?

Canada faces the same type of problems.

(2) Are the problems as severe? Explain your answer.

They are not as severe because Canada has only seven time zones as opposed to eleven.

9. In this exercise you must match each description to the correct climate/vegetation/soil zone. There is more than one description per zone. Identify the correct description by placing the letter of the zone in the space provided by the description.

- A. High latitude marine climate
- B. High latitude continental climate
- C. Humid continental climate
- D. Semiarid climate

- E. Arid climate
- F. Mediterranean climate
- G. Vertical climate

- G a. Forests extend up to the treeline.
- F b. This zone is known as the Russian Riviera.
- B c. Mining and forestry are the main activities in this region.
- G d. This zone is mountainous.
- C e. This zone has grey-brown soil.
- A f. The ground remains frozen here; it is called permafrost.

- A g. People make their living here by hunting and trapping.
- E h. This zone produces excellent crops if irrigated.
- F i. Citrus fruits, dates, and olives are grown in this zone.
- A j. This zone is often called the *taiga*.
- B k. This zone covers the largest area in the Soviet Union.
- D l. This zone compares to the Canadian Prairies.
- C m. Moscow is located in this zone.
- A n. This zone has more evaporation than precipitation.
- B o. The soil in this zone is podzol.
- A p. Vegetation in this zone is known as tundra.
- E q. This zone is often referred to as the steppe.
- E r. This zone has nomadic herders.
- E or F s. Canada does not have this zone.
- E or F t. Nor does Canada have this zone.

Section 1: Activity 5

1. On the map that follows label the different republics. Put the republics' letters on the map.
 - a. Estonian S.S.R.
 - b. Latvian S.S.R.
 - c. Lithuanian S.S.R.
 - d. Byelorussian S.S.R.
 - e. Ukrainian S.S.R.
 - f. Moldavian S.S.R.
 - g. Georgian S.S.R.
 - h. Armenian S.S.R.
 - i. Azerbaijan S.S.R.
 - j. Turkmen S.S.R.
 - k. Uzbek S.S.R.
 - l. Kazakh S.S.R.
 - m. Tadzhik S.S.R.
 - n. Kirghiz S.S.R.
 - o. Russian S.S.R.



2. Canada is, like the USSR, a union of political divisions – ten provinces and two territories. Are most of Canada's provinces divided along cultural lines? Give examples.

No. The only province which it can be claimed has a distinct culture is Quebec.

3. Canada has two major cultural groups. What problems does this present in respect to Canadian unity – our sense of being one, united nation?

Canada is today threatening to split apart along cultural lines.

4. Following is a comic strip of a Soviet worker who has just accepted one of these jobs. The pictures are drawn, but there are no captions (speeches made by the characters). That will be your job. Remember, space is limited in a comic, so you must get your message across with very few words.



Answers will vary. Be sure captions reflect an understanding of the cartoon.

5. Using your dictionary and pages 22 to 24 of your text, write definitions for the following terms.
 - a. **Rural population:**
percentage of people living in the country
 - b. **Urban population:**
percentage of people living in cities
 - c. **Population density:**
the number of people per square kilometre in a country or region
 - d. **Sparsely populated:**
having fewer than fifty people per square kilometre

e. **Moderately populated:**

having between fifty and ninety-nine people per square kilometre

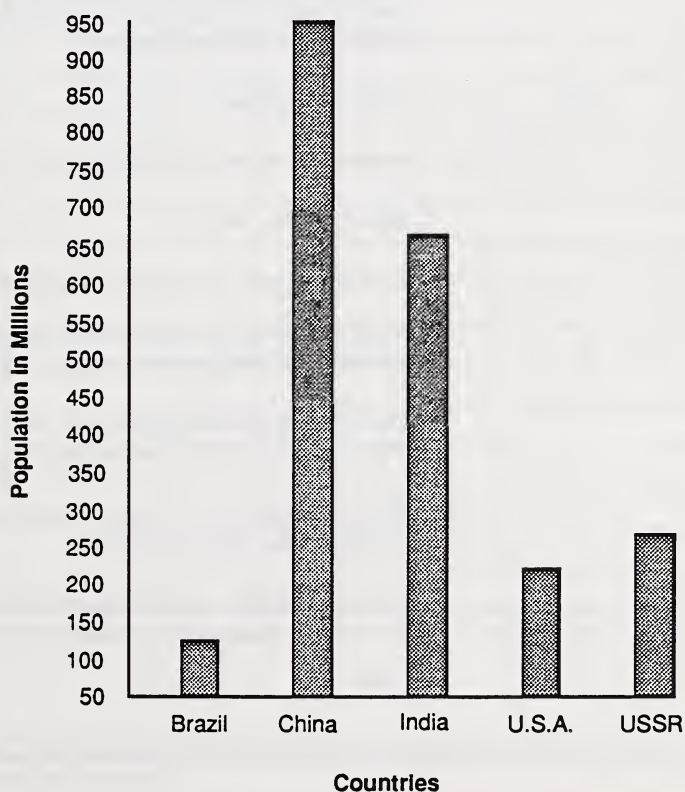
f. **Densely populated:**

having over a hundred people per square kilometre

6. Rank in order the five countries with the world's largest populations.

- a. *China*
- b. *India*
- c. *USSR*
- d. *U.S.A*
- e. *Brazil*

7. Make a bar graph comparing the populations of the five largest countries. (Hint: make 200 million read 20 on your graph.) The graph has been started to get you going.



8. Now compare your graph to the population density figures on page 22 of your text.

- a. Of the five largest populations which country is the most crowded?

India

- b. Which country is the least crowded?

USSR

9. Where is the largest concentration of the population in the USSR?

It is the European portion of the country.

10. Where do most of the resources of the USSR appear to be located?

They are in the Asian portion.

11. Which two areas of the USSR seem to be most sparsely populated? Give a brief account of why this is so. (Look back to the activities you have done before if you cannot remember.)

Area: *Siberia*

Reason: *It is very cold. Winters are harsh.*

Area: *Far North*

Reason: *Again, the climate is harsh. Crops cannot be grown.*

12. What problems does this situation have for economic planners wanting to take advantage of the physical resources and the human resources in the USSR?

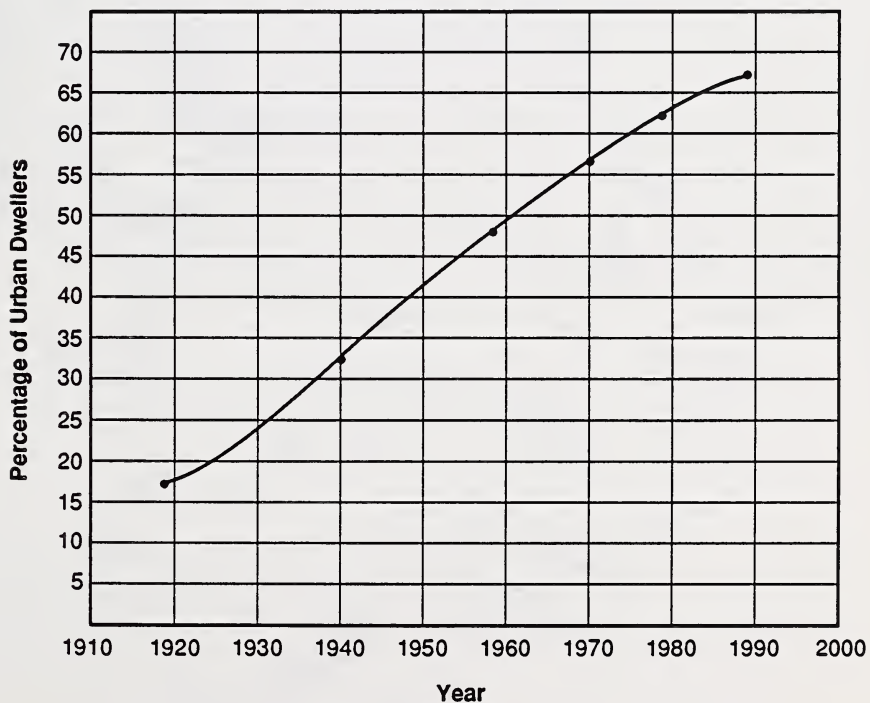
The majority of resources are located in regions where few people live. Difficulties in obtaining and transporting the resources arise.

13. What conclusion do you reach when you compare size of population and population density in the USSR?

Answers will vary. Essentially, the Soviet Union has a large population, but it is concentrated in the European part of the country.

14. Use the statistics that follow to create a line graph showing the increase in urbanization in the USSR.

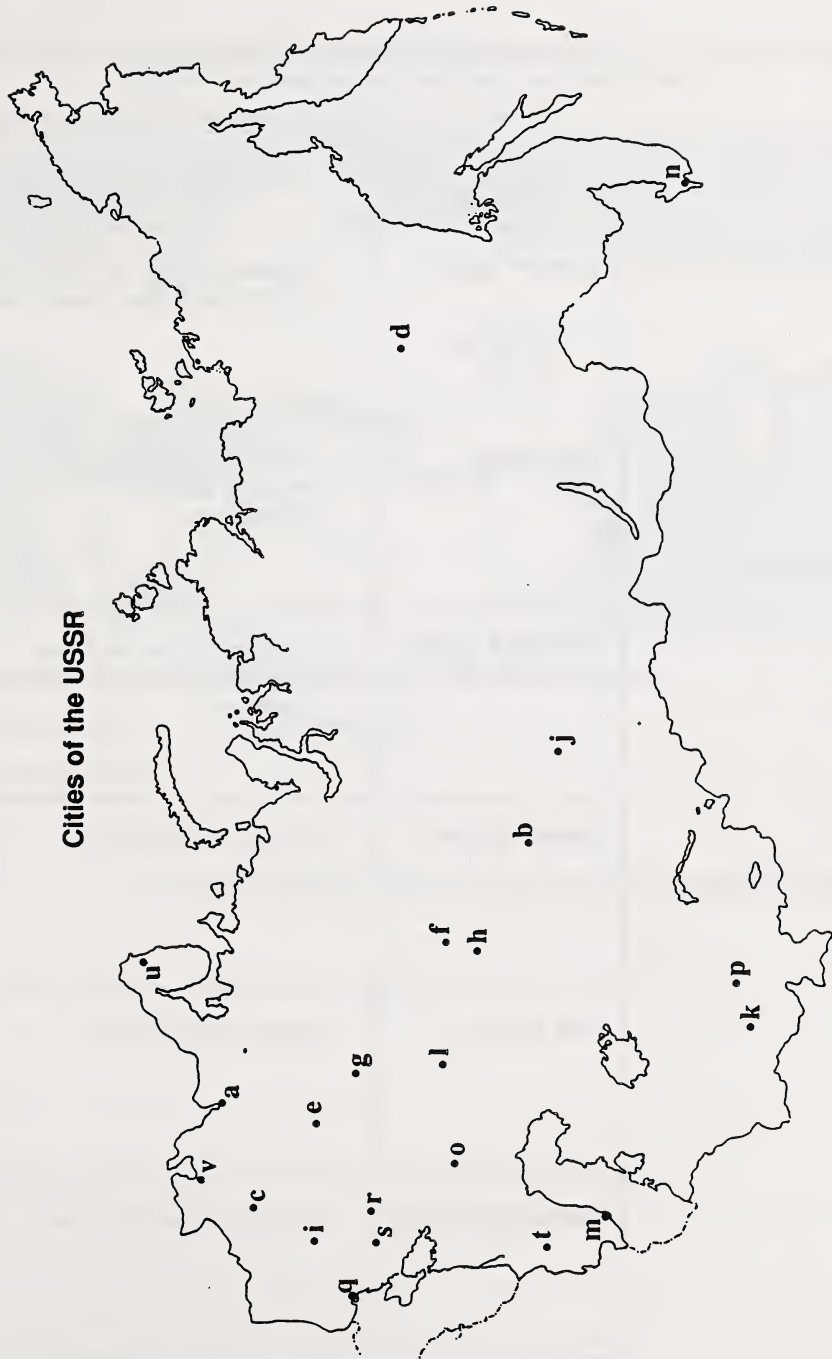
STATISTICS: URBAN/RURAL POPULATION BALANCE			
Year	Total Population (millions)	Percentage Urban	Percentage Rural
1917	163.0	18 %	82 %
1940	194.1	32.5 %	67.5 %
1959	208.8	48 %	52 %
1970	241.7	56 %	44 %
1979	266.6	63 %	37 %
1989	286.7	66 %	34 %



¹ Unwin Hyman Inc. for the statistics from *Soviet Society Under Perestroika* by David Lane. Reprinted by permission of Unwin Hyman Inc.

15. Label the cities that follow on your map by placing the letter of each city beside the dot that represents it.

- | | |
|----------------|-------------------|
| a. Leningrad | l. Kuybyshev |
| b. Omsk | m. Baku |
| c. Minsk | n. Vladivostok |
| d. Yakutsk | o. Volgograd |
| e. Moscow | p. Tashkent |
| f. Sverdlovsk | q. Odessa |
| g. Gorki | r. Kharkov |
| h. Chelyabinsk | s. Dnepropetrovsk |
| i. Kiev | t. Tbilisi |
| j. Novosibirsk | u. Murmansk |
| k. Samarkand | v. Riga |








16. Now fill in the chart, briefly describing the things for which each city is noted.

Answers will vary slightly, but should contain the following information

Cities	Descriptions
Moscow (p.25)	<ul style="list-style-type: none"> • capital of USSR • largest industrial, cultural, and scientific centre
Kiev (p.26)	<ul style="list-style-type: none"> • capital of the Ukraine • on banks of Dnieper • cultural centre
Leningrad (p.26)	<ul style="list-style-type: none"> • founded by Peter the Great • name changed from St. Petersburg to Petrograd to Leningrad
Odessa (p.184)	<ul style="list-style-type: none"> • port on the Black Sea
Riga (p.184)	<ul style="list-style-type: none"> • port on the Baltic Sea
Vladivostok (p.184)	<ul style="list-style-type: none"> • port on the Pacific Ocean

17. Basing your answers on the material on page 179 of your text and on the map that follows, complete the chart that comes after the map.



- | | |
|---|---|
|  Predominantly grain |  Livestock, grain, other crops, and woodland |
|  Predominantly dairy farming |  Fruit, vineyards |
|  Predominantly irrigated cotton | |

Answers will vary somewhat, but should include the following information.

Regions	What Is Produced?
Ukraine-Southern Russia	<i>wheat, potatoes, sugar beets, rye, millet, sunflowers, corn</i>
Kazakhstan-Azerbaijan	<i>cotton, wheat, potatoes</i>
Kirghizia	<i>cotton, millet, flour, corn, sunflowers, rice, tobacco</i>
Caucasus	<i>tobacco, rice, tea</i>
South-Central Asia	<i>rice, fruit</i>

Section 1: Follow-up Activities

Extra Help

1. This *true and false* exercise is a review of Section 1. In the space at the left of each statement print **T** or **F** to show whether you consider the statement to be true or false. If the statement is false, correct it on the lines below to make it true.

- | | |
|------------------|---|
| <u> T </u> | a. The Soviet Union is located on two continents. |
| <u> F </u> | b. Germany, a member of the Warsaw Pact, directly borders the Soviet Union.

<i>It does not border the Soviet Union, nor is it a member of the Warsaw Pact.</i> |
| <u> T </u> | c. China borders the USSR. |
| <u> T </u> | d. The city of Leningrad is located on the Gulf of Finland. |
| <u> F </u> | e. The Trans-Siberian Railway runs from Moscow to Kiev.

<i>It runs from Moscow to Vladivostok.</i> |
| <u> F </u> | f. The Soviet Union is made up of thirteen republics.

<i>There are fifteen.</i> |
| <u> F </u> | g. There are ten time zones in the USSR.

<i>There are eleven.</i> |
| <u> T </u> | h. There are seven climatic/vegetation/soil zones in the USSR. |
| <u> T </u> | i. An urban population is the percentage of the population that lives in the cities. |
| <u> F </u> | j. The Soviet Union has one of the world's smallest populations.

<i>It has one of the largest populations.</i> |
| <u> F </u> | k. The majority of the population of the Soviet Union is located west of the Ural Mountains.

<i>The majority is located east of the Urals.</i> |
| <u> T </u> | l. The Soviet Union has an abundance of natural resources. |
| <u> T </u> | m. Moscow is the capital of the Soviet Union. |

- F n. Odessa is located on the Caspian Sea.
It is on the Black Sea.
- F o. Kirghizia is noted for its production of cattle and grain.
It is noted for its cotton and grain.
- T p. The Ukraine and Southern Russia are noted for the growing of wheat.
- T q. The major problem of industrialization in the Soviet Union is that the majority of the population lives where the resources are not located.
- F r. The major railway that runs across the Soviet Union is called BAM
It is the Trans-Siberian Railway.
- T s. The semiarid region is noted for its grain production.
- F t. The Soviet Union's level of urbanization has decreased since 1914.
It has increased.

2. Do the crossword puzzle that follows. It will help you review specific facts about the geography of the USSR.

Note: You may have to refer to an atlas for one or two words.

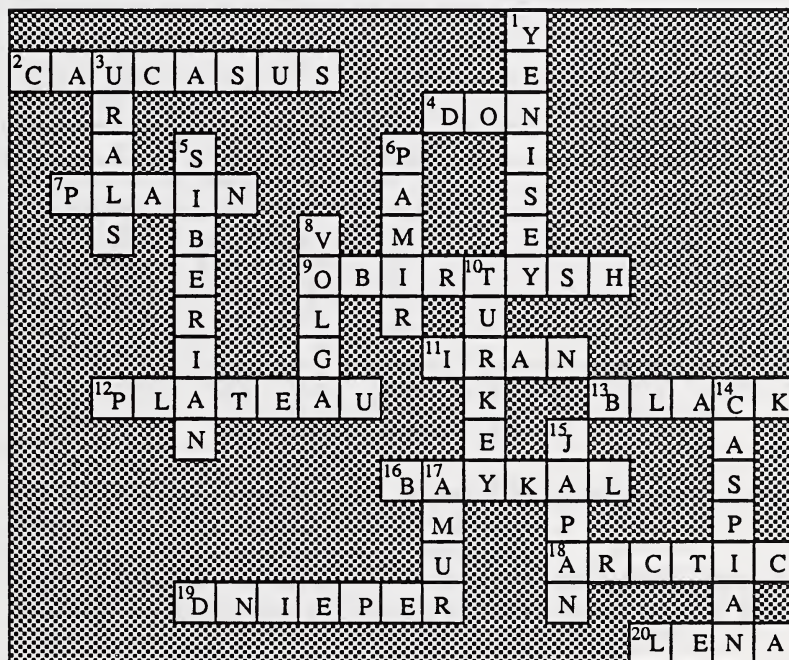
Clues

Across

2. the mountain range that borders the Soviet Union, Iran, and Turkey
4. This river flows into the Azov Sea.
7. The flat area of European Soviet Union is known as the great Russian _____.
9. The fourth longest river in the world is the _____.
11. This bordering country's name sounds like the opposite of "I walked."
12. A high flat area in Siberia is known as the Central Siberian _____.
13. You think of this colour when you think of this southern sea.
16. the largest lake in the Asian portion of the Soviet Union
18. the most northerly ocean that borders the Soviet Union
19. a European river that is important for transportation and which flows through Kiev
20. a Siberian River that connects with the BAM Railroad

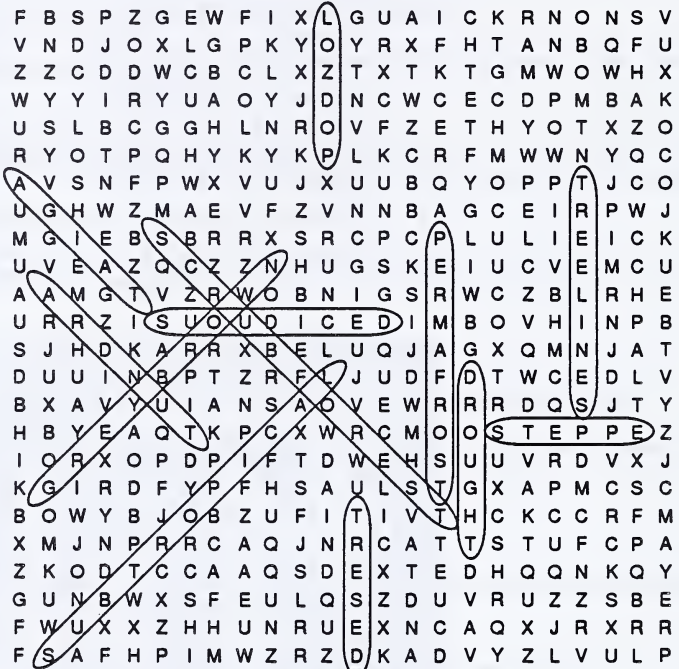
Down

1. A major central Siberian river is the _____.
3. The mountain range that is the dividing line between Europe and Asia is the _____.
5. This flat area with many swamps in Asian Soviet Union is called the Western _____ Plain.
6. The _____ mountain range borders the Soviet Union, China, Pakistan, and Afghanistan.
8. This river is often called the lifeline of Russia.
10. At Thanksgiving you might eat a bird that has the same name as this country.
14. a landlocked sea that is actually a lake
15. This sea is named after a country in the Far East.
17. This Asian river flows into the Pacific.



3. Do the word-search puzzle that follows. It will help you recall twelve special geographic features of the USSR.

Words may be horizontal, vertical, or diagonal, backwards or forwards.



Here are the words to look for:

deciduous
permafrost
subtropical

desert
podzol
taiga

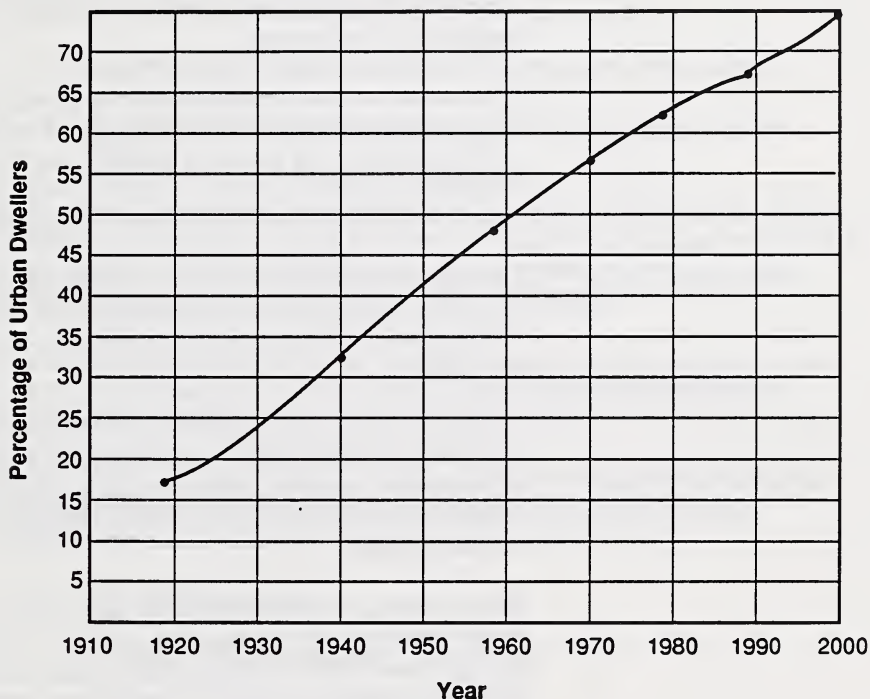
drought
scrubforest
treelines

greybrown
steppe
tundra-

Enrichment

1. In Activity 5, question 14, you created a line graph showing the process of urbanization taking place in the Soviet Union. Now why not have a look into the future?

Go back to your graph and, assuming current trends continue, project the line to the year 2000. What will the level of urbanization in the USSR be at that time?



The level of urbanization in the USSR by the year 2000 will be approximately 75%.

2. Alberta is fortunate to have among the variety of ethnic groups making up its population, people who trace their roots to areas that today are a part of the Soviet Union. Ukrainians make up the large majority of such people.

If you live in an area in which there are Albertans of Ukrainian descent, talk with them about their culture and heritage. Older people will, of course, have the richest memories. If possible, take the time to visit Ukrainian churches or other heritage sites. Such activities should give you some feel for the culture and way of life of one ethnic group that makes up an important part of today's USSR.

Students should find people in their community of Ukrainian descent a valuable source of information on cultural aspects of life in an important region of the USSR.

Section 1 Assignment

1. Turn to the beginning of Activity 2 in your Module Booklet. There you will find four examples of people engaged in activities that are inappropriate for the physical regions in which they live.

Next, turn in your Module Booklet to the subsection of Activity 4 titled “Climate, Vegetation, and Soil Zones.” Study the material in this subsection, paying close attention to the seven zones discussed. It would be a good idea as well to review pages 16 to 21 of your text.

Now choose any **two** zones and create one cartoon for each showing people involved in an economic activity that is **inappropriate** for their zone. Make sure you label the zone you are referring to at the top of each cartoon. After you have completed the drawings, include a caption (words that the people are saying) for each. Place the captions at the bottom of the cartoons.

The students' cartoons will be individual and different. They should indicate, however, an understanding of the features of the climatic zones. The activities chosen should be inappropriate for the region, for example, trying to suntan in a snowstorm.

2. As you have come to realize, the Soviet Union is a country of vast size, abundant resources, and varied climate, vegetation, and soil zones. The Soviet Union also has its population centred in the European portion of the country. To industrialize – to develop the resources needed to provide the goods people need – is very difficult.

These factors pose many problems for the Soviet government and the Soviet people. However, all problems have solutions. The government can build new cities in areas where the resources are located, it can build new railroads and pipelines to move the resources to the European portions of the country, and so on.

In this assignment you are given the role of an economic planner in the Soviet Union. You have the job of deciding where to place a number of industries. For each of the industries you must do the following:

- Decide where to locate the industry.
- Give reasons for locating the industry in whatever republic you decide to put it in.
- Describe the problems you must overcome, such as climate, topography, resource location, population location, etc.

The industries are as follows:

- a. **Pulp-and-Paper Mill** (This requires trees, lots of electrical power and a large labour supply.)
- b. **Steel Plant** (This requires coal, iron ore, lots of water, and a very large labour supply.)
- c. **Oil Refinery** (This requires oil and a large labour supply.)
- d. **Fish-Processing Plant** (This requires fish and a large labour supply.)
- e. **Meat-Packing Plant** (This requires cattle and pigs and a large labour supply.)

Each of these industries is labour intensive (i.e., requires a lot of workers). For this assignment, a large labour supply will mean five hundred to a thousand workers plus their families. A very large labour supply, such as the steel plant needs, means fifteen hundred to two thousand workers plus their families.

For each of the industries identify an appropriate location (which republic) for the industry and list the problems that would most likely be encountered once the industry was located there.

HINT: Before you begin writing, you should review the entire first section to gain your information. You will need to check for things such as the location of resources, the concentration of population, and the climatic zones.

a. **Pulp-and-Paper Mill**

Location: *Russian Republic*

Reasons: *This is where the trees grow.*

Problems: *The area has an inhospitable climate and poor soil for growing crops; therefore, food must be imported. There will be problems in moving people into the area and moving the finished product to the European portion of the country as well as building a power plant.*

b. **Steel Plant**

Location: *Ukraine or the Russian Republic*

Reasons: *This is where the coal and iron ore are located.*

Problems: *In the Ukraine or the European portion of the Russian Republic no major problems will occur. If the plant were located in the*

Asian portion of the Russian Republic, it would face the same problems as do the pulp and paper mills.

c. Oil Refinery

Location: *Ukraine, Azerbaijan, Turkmen, Kazakh, or the Russian Republic*

Reasons: *This is where the oil fields are located.*

Problems: *No major problems would occur in the European portion of the Soviet Union; however, in the Asian portion the problems are the same as for the pulp and paper mills.*

d. Fish-Processing Plant

Location: *Russian Republic – (Vladivostok), Ukraine (Odessa), and Latvia (Riga)*

Reasons: *These are areas on oceans or seas. They have ports and major fishing fleets.*

Problems: *No major problems would occur except for Vladivostok which has a problem in moving the finished product to market.*

e. Meat-Packing Plant

Location: *Ukraine, Russian, Moldavian, Estonian, Latvian, and Lithuanian Republics*

Reasons: *This is where the cattle and pigs are raised and where the majority of the consumers live.*

Problems: *No major problems would exist. Students, however, may mention the problem of getting meat to the other republics outside of these regions.*

Section 2: Soviet History

Key Concepts

- Tsarist Russia
- socialism
- communism
- class struggle
- Russian Revolution

- collectivizing
- planned economy

Section 2 presents the students with background historical information designed to enable them to understand how the USSR acquired its centralized economic system. As well, the basic interests of Marxism and Leninism are investigated, along with the system of five-year plans that characterized the development of the Soviet Union as a major industrial power.

Teaching Suggestions

- Today the USSR is undergoing tremendous political and economic changes. Use news articles or television shows to generate class discussions of current events in the Soviet Union. A bulletin board of news articles might work well.
- The films *Dr. Zhivago* and *Nicholas and Alexandra* present vivid pictures of life during the Russian revolution. (You may want to preview these films and edit out some of the material.)
- Students will undoubtedly bring to this section a bias against communism and perhaps socialism, though they probably have at best a very vague idea of what these terms meant. Try to present the material in this section in such a way as to challenge some of the students' prejudices.

Section 2: Activity 1

1. Answer the questions that follow basing your answers on the information in the preceding reading.

Answers will vary, but they should include the following information.

- a. How did the church strengthen the tsar's power?

The church urged the people to be loyal to the tsar.

- b. Why was the middle class in Russia so weak?

Russia was landlocked, and this hindered the development of a merchant class.

- c. Name the two main classes or groups that remained?

nobles, peasants (serfs)

- d. Who invaded Russia in 1812?

Napoleon invaded in 1812.

- e. Who defeated Russia in 1905?

Japan defeated Russia in 1905.

- f. Who invaded Russia in 1914 and 1941?

Germany invaded in 1914 and again in 1941.

2. In the spaces provided, answer questions 1 to 10 on page 64 of your textbook. (Use the map on page 65.)

Textbook question 1:

The industry is agriculture.

Textbook question 2:

The lord lived in the manor house. Serfs, or peasants, lived in the village.

Textbook question 3:

There would probably be forty to fifty people (nine houses \times approximately five people per house).

Textbook question 4:

lord, peasant

Textbook question 5:

Everyone owns them together. There are three. Each could use two or three hectares.

Textbook question 6:

pasture land, meadow, forest

Textbook question 7:

The lord controls almost twice as much land as do the peasants together.

Textbook question 8:

The village consisted of a few small houses divided by an unpaved road.

Textbook question 9:

The landlord's estate consisted of a large manor house, a barn, stables, a granary, and estate lands.

Textbook question 10:

The communal land was divided into strips. Some fields were left fallow while the others were in crop.

3. Now complete the chart that follows, basing your answers on what you have just read.

	Life of a Serf	Changes a Serf Would Like to Make
Economic Aspects	<ul style="list-style-type: none"> • <i>farm on a three-field system</i> • <i>had to give three days a week to the lord for free and then work on their own land</i> • <i>were also employed as servants for the lord</i> • <i>some sent out as craftsmen</i> • <i>had to give a portion of wage to the lord</i> 	<ul style="list-style-type: none"> • <i>have own land</i> • <i>keep any wages</i> • <i>not have to work for the lord</i>
Social Aspects	<ul style="list-style-type: none"> • <i>live in a joint family</i> • <i>lords held control over who married and number of children</i> • <i>on the surface were religious but were illiterate and really didn't understand</i> 	<ul style="list-style-type: none"> • <i>have control over own lives – who they married and so on</i>
Political Aspects	<ul style="list-style-type: none"> • <i>were governed on a communal basis</i> • <i>loyalty to the village elders</i> • <i>young men drafted into the army for twenty-five years</i> 	<ul style="list-style-type: none"> • <i>keep the running of the village the same</i> • <i>shorten the draft, or eliminate it altogether</i>

4. You are an eighteen-year-old member of a moderately wealthy noble family. You have just received this invitation to attend your first Bals Blanc. This is to be the greatest ball in St. Petersburg.

Last month at a Malanka (a New Year's Eve festival – January 14 in the Gregorian calendar) you met, for the first time, the person you would like to marry. This person is everything you dreamed of – good looking, intelligent, dependable, and endowed with a good sense of humour. In addition, this person is from a very wealthy noble family. If you married this person, you would rapidly increase your wealth and social position in Russian society.

You are, however, very worried about the competition, because everyone will be at the ball. You are also unsure of whether this person is really interested in you.

Write three diary entries as follows:

- Day 1 is when you received the invitation.
- Day 2 is a week before the ball.
- Day 3 is the day of the ball.

Use your imagination. What would a member of Russia's upper classes have felt? Try to put yourself into that person's shoes as you write your diary entries.

Note: It was very common in the late 1800s and early 1900s for everyone who was literate to keep a diary.

This activity will produce a wide variety of personal responses. Students may have some difficulty with the readings. It might be advisable to read the selections with them.

Section 2: Activity 2

1. What were the reasons for emancipation?

a. **Economic:**

Serfs felt no compulsion to introduce the new farming techniques to increased production. They were a hindrance.

b. **Peasant Revolts:**

There were five hundred peasants uprising; things had to change to prevent a revolution.

c. **Moral Reasons:**

Serfdom had been declared immoral and inhumane.

2. How did the nobles feel about emancipation?

They were against it because they received no money for the serfs and they lost about a third of their land.

3. What did the nobles do after emancipation?

Some spent their money and went broke; others went into the professions or business.

4. What was the impact of emancipation on the average peasant?

- a. **Rights and Freedoms:**

Now they had legal rights and were no longer under the lord's control.

- b. **Property Rights:**

The land was given to the mir, not to individual peasants.

- c. **Use of the Lord's (common) Land:**

Peasants could no longer use the common lands because they belonged to the lord.

- d. **Rights of Movement:**

Peasants couldn't leave until the redemption loan was paid.

- e. **Population Increase:**

A great increase of population occurred, putting greater strain on the land.

5. Now answer questions 1 and 2 from "For Your Notebook" on page 91 of the text. Use the chart which follows to answer textbook question 1.

Textbook question 1:

Working Conditions	<ul style="list-style-type: none"> • <i>very poor</i> • <i>very unhealthy</i>
Benefits	<ul style="list-style-type: none"> • <i>few or none</i>
Job Security	<ul style="list-style-type: none"> • <i>no job security</i> • <i>could be fired any time</i>
Health and Safety Conditions	<ul style="list-style-type: none"> • <i>little access to health care</i> • <i>very dangerous conditions</i>
Child Labour	<ul style="list-style-type: none"> • <i>often full days of work for children</i>
Living Conditions	<ul style="list-style-type: none"> • <i>very crowded and unsanitary conditions</i>

Textbook question 2:

Workers had no choice; it was either work or starve.

Section 2: Activity 3

Identify the following statements as being made either by a supporter of the left side of the spectrum or the right side. Put an **L** or an **R** in the blank beside the number.

- | | |
|--------------|--|
| <u> L </u> | 1. If we give the poor the help they need, they will soon be able to improve their lives. |
| <u> R </u> | 2. If people are poor when they get old, that is their fault because they didn't plan ahead. |
| <u> R </u> | 3. Give people welfare and unemployment insurance and they'll stop working. |
| <u> L </u> | 4. The government should provide pensions for the old to help them out. |
| <u> L </u> | 5. The handicapped need our help because they can't compete with everyone else. |
| <u> R </u> | 6. Poor people are lazy; that's why they're poor. |
| <u> R </u> | 7. Taxing the rich to give to the poor is just stealing by the government. |
| <u> L </u> | 8. Socialism is the best way to run a country. |
| <u> L </u> | 9. Communism is great because it gives you freedom from poverty. |
| <u> R </u> | 10. Capitalism is the only fair economic system. |
| <u> R </u> | 11. The individual is more important than the group. |
| <u> R </u> | 12. The rich work harder, so they deserve the money they have and should not have to pay for government programs through taxation. |
| <u> L </u> | 13. Everyone should be entitled to the same basic standard of living. |
| <u> L </u> | 14. Children should receive an allowance from the government for being students. |
| <u> L </u> | 15. If we shared everything, no one would be greedy and everything would be wonderful. |

It would be very useful to go over with the students the questions they got wrong and to explain why the statement was either a left-wing or right-wing statement.

Section 2: Activity 4

1. Now fill in the blanks in the following passage.

The *Communist Manifesto* contains three basic ideas. They are as follows:

- There has always been a struggle between the rich and powerful classes known as the capitalists or bourgeoisie and the exploited worker class known as the proletariat.
- Organized religion taught the poor to be good because they would receive their reward (Heaven) after their death. Marx disliked organized religion because it encouraged the workers to accept their fate on earth and prevented them from rebelliing.
- Machines would become more important and create mass unemployment. Individuals would become less important and lose their dignity and individuality.
- Karl Marx and Friedrich Engels both worked on the second major work called *Capital* or in German known as Das Kapital. In this three-volume book Marx predicted that the revolution would be a spontaneous uprising. This new government would be called the dictatorship of the proletariat. The workers would seize the property of the rich including the land, banks, factories and transportation systems. At this point private property would cease to exist. A classless society, with no rich or poor, would exist. Profits from the factories would now go to the society to be shared by all. Eventually the last stage, called communism, would arise when the government would wither away.

2. Fill in the chart that follows. In the chart *Personal Freedoms* refers to who would be in charge and how much control they would have. *Reorganizing Society* refers to what changes they would make to the present situation. *Methods for Change* refers to how the revolution would come about. What would each man – Marx and Lenin – do to ensure that the revolution would occur?

How Lenin Differed from Marx?		
	Marx	Lenin
Personal Freedoms	<ul style="list-style-type: none"> • <i>revolution to be spontaneous and inevitable</i> • <i>individuals to participate to ensure throwing off of their chains</i> 	<ul style="list-style-type: none"> • <i>can be limited if it's necessary for change</i> • <i>"The end justifies the means."</i>
Reorganizing society	<ul style="list-style-type: none"> • <i>communal ownership of the means of production</i> • <i>equal economic opportunity for all</i> • <i>each individual to contribute and take according to needs/abilities</i> • <i>elimination of competition between classes</i> 	<ul style="list-style-type: none"> • <i>communal ownership of means of production by the proletariat</i> • <i>equal economic activity for all</i> • <i>elimination of class structure and oppression of groups</i>
Methods for change	<ul style="list-style-type: none"> • <i>very little concern with specific methods of change</i> 	<ul style="list-style-type: none"> • <i>a group of organized, dedicated revolutionaries needed to seize power</i> • <i>must plan for after the revolution</i>

1

¹ Alberta Education for the chart from *Social Studies Teaching Unit Project – Grade 9*, page 90. Reprinted by permission of Alberta Education.

Section 2: Activity 5

Now fill in the chart that follows. Identify the parties' beliefs and goals – in other words, what each party wanted to achieve.

Party	Goals and Beliefs
Bolsheviks	<i>wanted a revolution that was tightly controlled</i>
Mensheviks	<i>wanted a revolution but wanted it more broadly based, similar to democratic socialism</i>
Social Revolutionaries	<i>wanted a revolution from a peasant base; used terror and violence</i>
Constitutional Democrats	<i>wanted a constitutional monarchy and an elected parliament</i>
Octobrist Party	<i>wanted a constitutional monarchy with the tsar retaining a lot of power</i>

Section 2: Activity 6

1. Who were the urban workers?

There were the people who lived in the cities and worked in the factories.

2. Why did they want to march on the Winter Palace?

They wanted to ask for improved working conditions and to ask the tsar to work in their behalf.

3. When first reading about the planned march would you have predicted these results? Explain your answer.

Probably not. It was led by the priest and was to be peaceful.

4. What must the people have felt when the soldiers opened fire?

They probably felt shock and horror.

5. To what extent do you consider the tsar to have been responsible for Bloody Sunday? Explain your answer.

On the one hand he was not responsible because he was not there, but he was ultimately responsible because he allowed the conditions to continue.

6. What three groups discussed in this reading seemed to be seeking change?

Middle class, industrial workers, bourgeoisie and revolutionaries seemed to be seeking change.

7. What did Leon Trotsky mean when he said “Everything is given . . . and nothing is given”?

Everything that was granted in the constitution of 1905 was taken back by the tsar.

8. Did the tsar see his interests as being different from the state’s? Explain your answer.

No, what the tsar wanted was what he believed was good for the state.

9. How did Tsar Nicholas see the personal freedoms of his people?

He felt that they didn’t have any; he retained all power.

10. Explain why Grand Duke Alexander felt that “revolution is coming from above.”

Nicholas II's attitude was forcing the revolution.

Section 2: Activity 7

Answers will vary, but they should include the following information.

1. List the hardships faced by Russian soldiers.

The soldiers faced a lack everything – military supplies, food, clothing, proper medical care, and leadership.

2. Explain why conditions in the towns gradually got worse as the war went on.

As territory was lost, peasants moved further into the cities and towns. These became more crowded, and supplies became shorter.

3. In what way was the Russian government responsible for the problems that existed in Russia by 1917?

It continued the war.

4. Wartime is a period when a country expects that its citizens will make sacrifices – even of their lives – for the common benefit. To what extent does it seem that the Russian people were prepared to sacrifice for the common good in 1917? Explain your reasons.

Large numbers of volunteers joined. The entire society was willing to make sacrifices.

Section 2: Activity 8

Complete the chart by filling in the causes and the results of events during the February/March and the October/November revolutions.

Causes		Results
<ul style="list-style-type: none"> • <i>loss of support for the Tsar</i> • <i>bloody Sunday</i> • <i>Rasputin</i> • <i>spontaneous strikes and food shortages</i> • <i>general strike in Petrograd</i> • <i>the bad conditions for the soldiers</i> 	<p>February/ March</p>	<ul style="list-style-type: none"> • <i>Nicholas II abdicated.</i> • <i>Provisional government was established with Kerensky in charge.</i>
<ul style="list-style-type: none"> • <i>Provisional government continued with the war.</i> • <i>Peasants wanted land.</i> • <i>Food shortages continued.</i> • <i>Soviets gained power.</i> • <i>Korniliv affair occurred.</i> 	<p>October/ November</p>	<ul style="list-style-type: none"> • <i>Bolsheviks, led by Lenin and Trotsky, seized power.</i> • <i>Provisional government lost support of the army.</i> • <i>Communism was established.</i>

Section 2: Activity 9

1. What were the main policies of the Bolsheviks?

The policies were as follows:

- abolish private property
- nationalize banks, industry and merchant marine
- abolish the stock market
- create a state monopoly on gold
- change the calendar
- end the government debt
- end inheritance
- abolish titles
- grant permission for the church to exist
- modernize the Russian alphabet

2. During the Civil War of 1917 to 1921, the two sides were the Bolsheviks (also known as the Reds), and the Whites .

3. In 1921 Lenin introduced War Communism. What was War Communism?

War Communism involved the setting of quotas and the seizing of food and materials at gunpoint.

4. What were the major problems created by War Communism?

Production dropped and a famine occurred.

5. In 1921 Lenin introduced the New Economic Policy, also known as the NEP. What were the main features of the NEP?

This allowed for the re-introduction of a market economy and private land ownership.

6. Explain how the USSR carried out its policy of collectivization and industrialization.

It was carried out by force.

7. In a centrally planned state, what can happen as a result of small errors?

Errors can become compounded, creating greater problems.

8. Explain briefly how the planning system operates in the USSR.

Gosplan sets out directives that are then fulfilled by the economy.

Section 2: Activity 10

1. Give the main point of the article in one sentence.

The Soviet Union has made great progress.

2. What does Brezhnev ask for?

He asks for increased efficiency, the speeding up of scientific and technological development, and the strengthening of labour discipline.

3. How does this article indicate that democratic progress is occurring?

Decisions as to the objectives of five-year plans are said to be made after much discussion on a nationwide level.

4. In one sentence give the main point of the reading “Another Five-Year Plan Failure?”

The Soviet planning process is not living up to its promises.

5. Compare the two readings “Eleventh Five-Year Plan,” and “Another Five-Year Plan Failure?” How do the two articles differ in their accounts of the success of five-year planning?

“The Eleventh five-year plan” says that things are improving at a tremendous rate while “Another Five-year Plan Failure?” is rather pessimistic.

6. Of the three readings – “The Attempt to Achieve Total Planning,” “Eleventh Five-Year Plan,” and “Another Five-Year Plan Failure?” – which is most likely to be a truthful account? Give reasons for your answer.

“The Attempt to Achieve Total Planning” appears to be the most objective. Students should give examples.

Section 2: Activity 11

1. Use the chart that follows to help make your decisions.

Gobborovian Republic Central Planning Unit Resource Allocation 1990

Comrade! Help the Republic Allocate our Valuable Resources!

Remember! Decide What is Best for our Nation!

What to Build	How much Iron/Steel used
• km of railway track	
• heavy duty trucks	
• passenger busses	
• railway hopper cars	
• railway locomotives	
• large tractors	
• housing units	
• refrigerators	
• stoves	

Students' charts will vary. Be sure students do not exceed the two thousand tonnes of steel allocated them. They should be able to defend their decisions.

2. Now that you have allocated the resources, you must rate your allocations. Fill in the following chart.

Rating the Allocations

Rating Scale:

0 – of no benefit

1-2 – moderately beneficial

3-5 – of significant benefit

Instructions:

Rate your decisions according to the scale.

Circle the number you believe to be most accurate.

What to Build	How Much Iron/Steel Used	Degree of Benefit									
• km of railway track		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• heavy duty trucks		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• passenger busses		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• railway hopper cars		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• railway locomotives		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• large tractors		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• housing units		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• refrigerators		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			
• stoves		Society	0	1	2	3	4	5			
		Individual	0	1	2	3	4	5			

Again, charts will vary. Check that ratings are defensible.

3. Now, after filling in the “Rating the Allocations” chart, answer the following questions.

a. Which of the items on your list were capital resources?

The capital resources are as follows:

- railway track
- heavy duty trucks
- railway hopper cars
- railway locomotives
- large tractors

b. Which of the items on your list were consumer goods?

The consumer goods are as follows:

- housing units
- refrigerators
- stoves
- passenger buses

c. Which will benefit the country more, capital resources or consumer goods? Give reasons.

Capital goods will benefit the country more as they will help build the economy and produce more goods and wealth.

d. For what benefit is a planner looking?

A planner is trying to improve the economy.

e. For what benefit is the individual looking?

An individual is looking for more (and better) consumer goods.

f. What conditions arose in your planning?

The conflict is between improving the economy so that more consumer goods can be produced later and producing those goods right now. How much waiting will people tolerate?

Section 2: Follow-up Activities

Extra Help

Do 1 and either 2 or 3.

1. Following is a list of events and a series of descriptions.

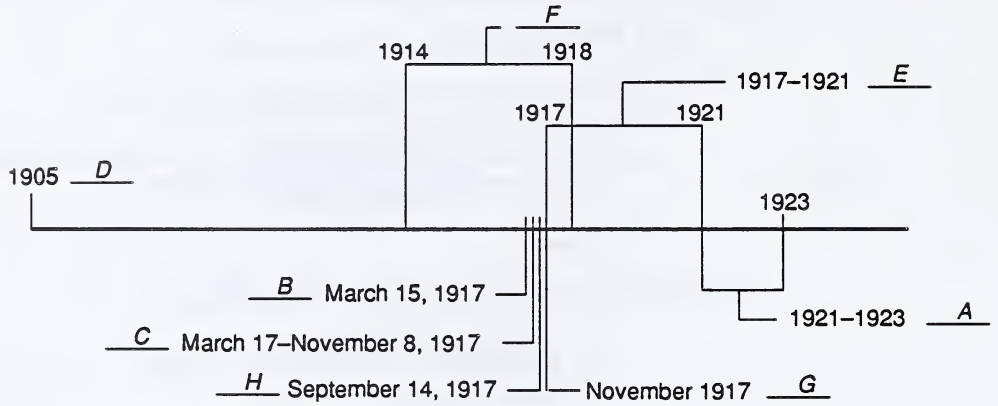
- a. Match each event with its description by placing the letter of each event in the space beside the corresponding description.

Events:

- A. establishment of New Economic Policy
- B. abdication of Nicholas II
- C. establishment of Provisional Government
- D. Bloody Sunday
- E. civil war
- F. World War I
- G. Bolshevik Revolution
- H. Kornilov affair

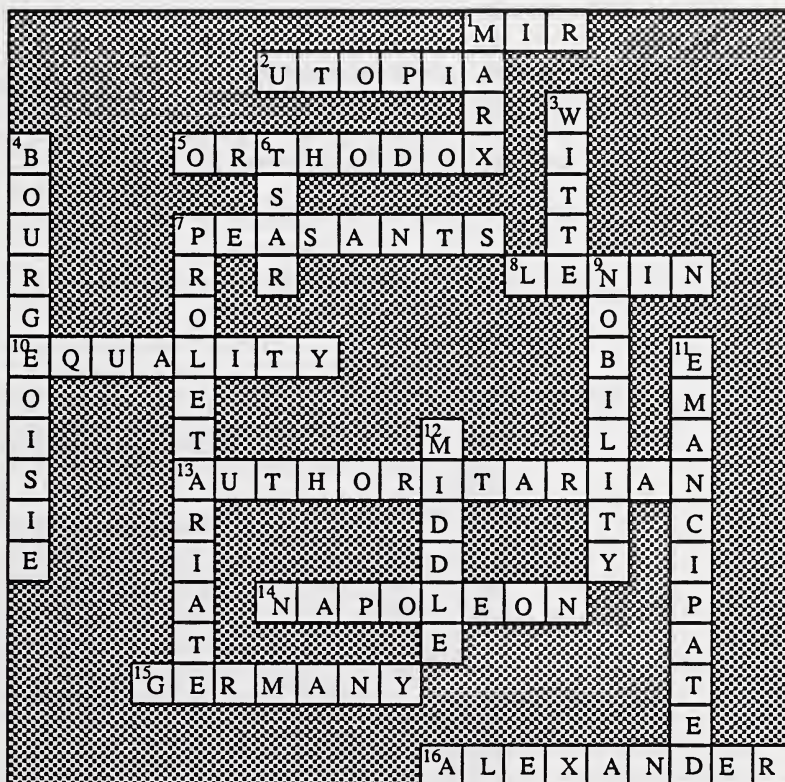
- C (1) The new government led by Kerensky takes over, continues the war, and tries to rule Russia.
- H (2) The commander-in-chief of the Russian army tries to take over the government.
- G (3) Lenin with Trotsky seizes control of the government.
- D (4) Father Gapon leads 200 000 workers to present a petition to the tsar when the police open fire and kill hundreds of people.
- F (5) By the third year, after losing battle after battle, thousands of soldiers begin to desert from the front.
- E (6) A war breaks out between the Whites and the Reds.
- A (7) After the war, Lenin introduces a change in the way the Soviet economy would be organized.
- B (8) Nicholas formally renounces his position as tsar after he has been unable to return to Petrograd.

- b. Now put these eight events in their correct order on the time line that follows. Simply put the appropriate letters on the blanks provided.



2. Do the crossword puzzle that follows. As you work through the puzzle, think about each term. Make sure you fully understand them all. If you are unsure of any, go back and study the term where it appears in the section.

Early History and the Revolution



Clues

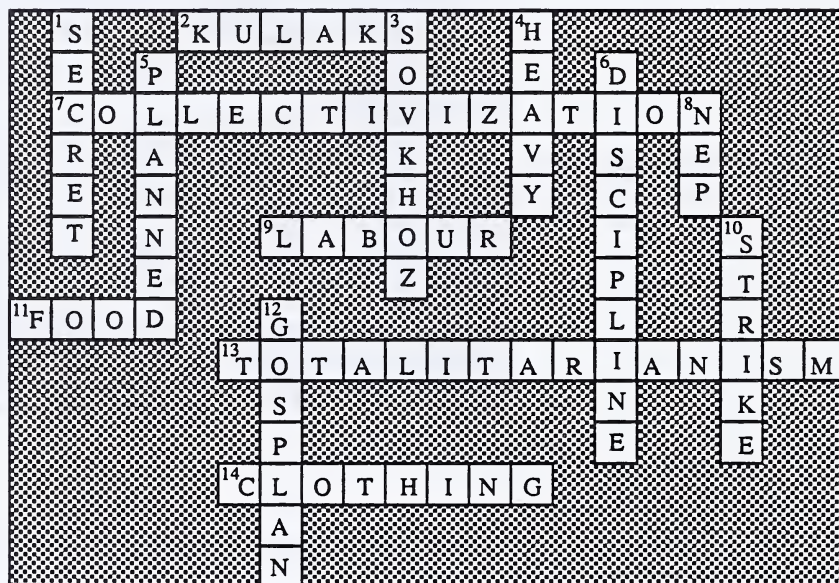
Across

1. The land that the peasants received after 1861 was controlled by the _____.
2. You would probably like to live in this perfect place called _____.
5. The _____ church was closely tied to the tsar.
7. _____ made up the largest group in Russia.
8. _____ was the man who made changes to the ideas of socialism and communism.
10. A society in which everything is shared holds the value of _____ as important.
13. The term used to describe the way a tsar ruled is _____.
14. _____ invaded Russia in 1812.
15. _____ invaded Russia in 1914 and 1941.
16. _____ II was known as the tsar liberator.

Down

1. _____ was the father of communism.
3. _____ was the finance minister to the tsar.
4. Another term for the middle class is the _____.
6. An alternative spelling for czar is _____.
7. Another term for the working class is the _____.
9. _____ were a very small and wealthy group in Russia.
11. In 1861 the serfs were _____.
12. The _____ class was a small and weak group in Russia.

3. Do the crossword puzzle that follows.

The Soviet Union Under Stalin**Clues****Across**

2. Those who most resisted losing their farmland were known as _____.
7. The first five-year plan included forced _____ of agriculture.
9. Summer camp was great but Stalin's camps were known as _____ camps.
11. Consumer goods were in short supply. This included the shortage of _____.

13. A government's complete control over its people is called _____.
14. You would find yourself very cold in winter without this basic essential.

Down

1. The people who created the terror in the Soviet Union were the _____ police.
3. State-run farms are known as _____.
4. Stalin's plans did not include a diet because he wanted to develop _____ industry.
5. The five year plan introduced the concept of a _____ economy.
6. To get workers to produce as much as they are able is a policy called labour _____.
8. In 1928 Stalin ended Lenin's policy known as the _____.
10. Under Stalin this is one thing that the unions would never do.
12. The top planning organization is known as _____.

Enrichment

1. Fun with misspelled words:

Surf – Serf, Peasant – Pheasant, Revolution – Revelation, Naval – Navel, Flogging – Flagging, Desert – Dessert

These are some of the most common spelling errors made by students when studying the Soviet Union. Following are a number of sentences using the wrong spelling. Pick one sentence. Draw a picture or cartoon of the mental picture you get when you read the sentence.

- a. The students grabbed their *serf* boards and went out to enjoy the waves.
- b. The *pheasants* were rioting because the czar, once again, failed in meeting his promises.
- c. In March 1917, spontaneous *revelations* broke out in Petrograd.
- d. The serf received a vicious *flagging* from the lord for disobeying his orders.
- e. The *navel* brigade revolted at their base in Kronstadit in 1921.
- f. The soldiers experienced such dreadful suffering, with ragged clothing, no guns, and no food, that soon the revolutionary cry was heard, "*Dessert! Dessert!*"

Although identified as enrichment, students can do this exercise either as an extra help activity or as an enrichment activity. The cartoons should be humorous and reflect an understanding of the word students have chosen to illustrate.

2. Word Game: Using the Cyrillic Alphabet



Use the correct **Russian** words for the answers, i.e., use the words in the Cyrillic alphabet.

Across

1. What happened in 1917?
2. It can play music.
3. Millions of Russians died in it.
4. red
5. He wrote the *Communist Manifesto*.
6. mad monk
7. Lenin's successor as leader
8. farm run by Peasants' Cooperative
9. Canadians drink lots of it.
10. Russia's *Northwest Territories*
11. where the Kremlin is

Down

1. revolutionary leader
- 2, 3, 4. leader's famous slogan
5. last Russian tsar
6. largest republic in USSR
7. Russians may have built it
8. home of hockey?
9. Russians drink lots of it.
10. USSR is world's largest producer
11. Some add it to 9 Across.

3. If you are interested in early Russian history, read pages 35 to 61 of *The Soviet Union*.

Section 2: Assignment

1. Review the material in Activity 1. Then write a paragraph that answers this question:

Why would the Russian people support a strong central government?

Be sure to give reasons to support your answer.

The paragraph should contain information that justifies a strong central government, e.g.,

- *The church continually supported the Tsar's autocratic power and taught the people to be obedient.*
 - *There was a very small and weak middle class, the group that usually challenges autocracy.*
 - *The continual fear of invasion allowed for the development of autocratic power.*
2. Review the material in Section 2 that discusses the lives of peasants and of industrial workers in prerevolutionary Russia (Activities 1 and 2).

Now write a short essay on this topic:

Whose life was better in the 1890s – that of a peasant living on the mir or that of an industrial worker living in a big Russian city?

Prewriting Activities:

- As you review, list the conditions in which the peasants lived. Do the same for industrial workers.
- Decide whose life was better and why. In your essay, you must give reasons and examples.

The essay should contain information that justifies the student's position. The student can easily choose either the peasant or the industrial worker. The essay will most likely take a worst-case scenario.

Here are some possible arguments.

Negative conditions of the peasants:

- *The peasants could not leave the mir.*
- *They had less food due to population increase and the lord's taking the common lands.*
- *They had no place to pasture cattle or draught animals.*
- *They had to pay for wood for heating.*

Negative conditions of industrial workers:

- *Their wages were very low and working conditions were dangerous.*
- *There was no job security.*
- *Living conditions were poor.*
- *There was much child labour.*
- *There were no benefits, e.g., health, unemployment, etc.*

3. For this assignment you are a newspaper reporter covering the events in Russia in 1917. You are preparing an article on the October/November Revolution.

Prewriting Activities:

- Read pages 114 to 117 in *The Soviet Union* and make notes summarizing the events on these pages.
- Since you will need to give some background information to your readers explaining why the revolution was taking place, go back and review the information in Activities 5, 6, and 7.
- If you can, examine a real newspaper article to see how reporters go about organizing and presenting a news story.
- Organize your information, thinking about headlines, subtitles, and layout.

Students should demonstrate the ability to put together the information in a logical fashion, sharing an understanding of background causes and immediate events of the revolution. Students' assignments will vary, but they should include the following information:

Background Causes:

Kerensky was an ineffective leader who didn't end the war, didn't fulfil the peasants' demand for land, and failed to alleviate the problems of the urban workers.

Immediate Events:

September: Numerous peasant revolts occur and Lenin makes plans for the revolution.

October: Lenin meets with the Bolsheviks and convinces his fellow revolutionaries that the revolution should occur immediately.

November 4: Bolsheviks hold a mass meeting. It is well attended.

November 5: Kerensky tries to have Lenin and Trotsky arrested. He also loses the support and loyalty of the army and navy.

November 6: The Bolsheviks seize important buildings. The army remains.

November 7: Kerensky flees and the Provisional Government falls.

November 8: The Winter Palace is stormed with little resistance.

4. In this module you have learned that the Soviet Union has progressed from a backward autocratic state to a country that is industrialized and a major world power.

Write an essay in which you identify and explain what you believe to be the three most important historical events that allowed the Soviet Union to become a major industrialized country.

Prewriting Activities:

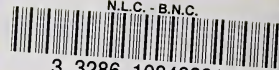
- Look back through Section 2 and your textbook.
- Decide what three events were the most important.
- Summarize those events.
- List reasons as to why you think these three events were the most important.

Remember to present your work in proper essay form, complete with introduction, body, and conclusion.

Students have a wide variety of events to choose from. Some students may choose to focus on specific individuals rather than events and this should not be considered wrong. The great-person interpretation of history takes the view that it is significant people that cause events and these peoples are the ones that students are most likely to focus on; any of the following are acceptable.

- *Alexander II and the emancipation of the serfs: It was this event that first caused a shift from a feudal system to a modern economic system.*
- *Serge Witte and the beginning of industrialization under Alexander III and Nicholas II: It was Witte who set the policy of development rather than importing. Under these two tsars Russian factories started and the building of railways began.*
- *Stolypin and the ending of the redemption policy and his encouragement of the development of a larger middle class: If students come up with this, reason, they have done extra research and should be rewarded.*
- *Lenin, Trotsky, and the Bolsheviks for the Russian Revolution: It was this event and these men that totally changed the economic direction of the Soviet Union.*
- *Stalin and the process of central planning, industrialization, and collectivization: Students may be very critical of the process that Stalin used, which demonstrates a higher level of analysis.*

N.L.C. - B.N.C.



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